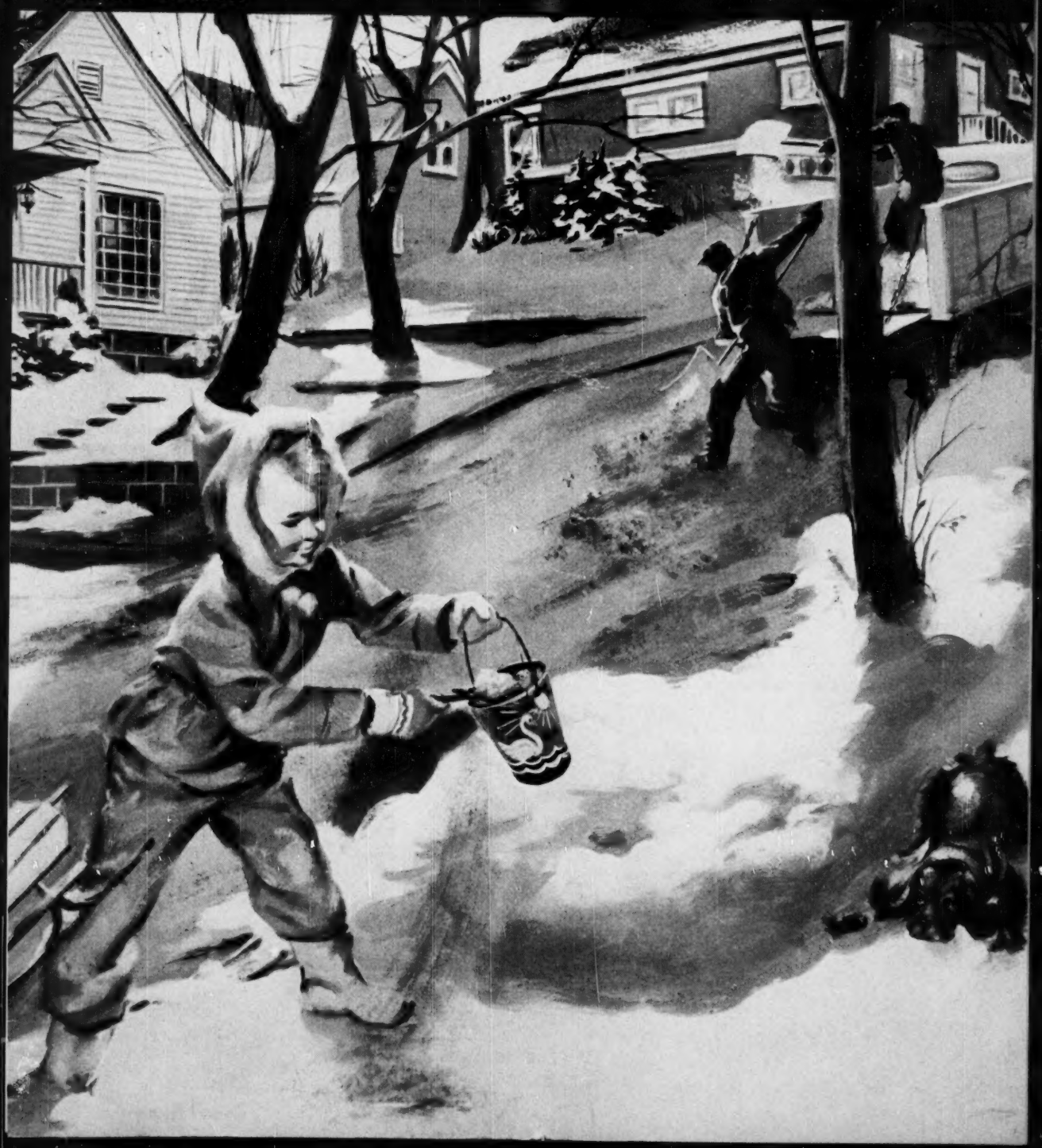
SAFETY

Two Sections · Section One



EDITOR'S NOTEBOOK

January, traditionally, is a month for taking stock. In business, this has a literal meaning, as merchants inventory supplies on their shelves. Personally it means reassessment of values, the making of new resolutions for living in the months ahead. At school, it marks the end of one term and preparation for the second. And this calls for getting back to fundamentals, for weighing plans for the future against experiences gained to date.

This issue of SAFETY EDUCATION also gets back to some fundamentals, talks not only about how to conduct a complete program of safety education in a particular school, but also about how to provide a safe environment. For example, in the pages that follow, you'll find among other articles . . .

★ a re-examination of the factors which make for school plant safety, incorporating reminders helpful both to those who plan a new school building and those who operate in an old one . . .

★ seven areas of consideration for playground safety, covering the subject from the fundamentals of where and how to place the swings on the school grounds down to how to function when an accident does happen . . .

★ four different and equally interesting opinions on how far school bus service should be extended . . .

★ and one man's answer to the question, "What is a good safety program?"

Before you reach Thomas Backus' answer to the question above, however, you will probably have read, beginning on page 2, the details of a complete safety program as it is currently carried on in one of the nation's schools. Described for you by the safety sponsor herself, this is the same program which has gained nine consecutive National Safety Honor Roll certificates for Hueytown (Alabama) Elementary School.

We recommend to you the Hueytown story, particularly for the facts on how the school efforts impelled a civic safety organization and how that group has, in turn, furthered school day safety. Equally interesting from the civic participation angle is "Crusade in Norfolk," which recounts how high schoolers play an active part in that city's safety movement, learning good citizenship at the same time they improve the safety of their particular school environments.

Does your school have a similar . . . or similarly outstanding . . . safety program in operation? We hope you will tell us about it, by return mail. For this publication's New Year's resolution, as reiterated monthly, is to present to readers as much as possible of your activities and your ideas for furthering safety of school children . . . and thus to be, for all school people, of utmost assistance in the daily, nationwide effort for safety education.

Alice M. Carlson

ON OUR COVER: Youngsters learn from adults they see in action and the young lady on our cover has just decided that sand must be a good topping for snow since the men in the highway truck are applying it with such activity. For more ideas on teaching winter-time safety to youngsters, see the lesson units in this issue.

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 5 Section One

Alice M. Carlson, *Editor*

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SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1789. Printed in the U.S.A. Subscription price $3.30 a year. Reduced prices for quantity orders.

Transportation to the Hueytown Elementary School is by bus and car; school boy patrols help to make both situations safe ones. Here the captain helps little children load up the family bus for the trip home.

Below: Mrs. Margaret Davis, Principal of Hueytown Elementary, who organized their Junior Safety Council. Below her: Mrs. Mattybel Foust, Safety Sponsor at the school and author of this article. At bottom left: a view of one of the roads near the school, showing patrols on duty.

Necessity Is the Mother of Prevention

by Mattybel Foust

Safety Sponsor
Hueytown Elementary School
Hueytown, Alabama

QUESTION: How does an all-round school safety program get started?

Answer: You start with a need . . . and later needs, plus some foresight on the part of the school staff, make the program move forward.

Take our school as an example. In the beginning, safety work in the Hueytown Elementary School was unheard of. But soon school transportation problems . . . with little children coming to school in large buses from several surrounding communities . . . created a real need for child protection.

Our school principal, Mrs. Margaret Davis, met that first need by organizing a junior safety council with five patrols. The entire faculty and student body entered into the work and had lots of fun learning the pledge, the slogans and all the safety rules.

In November, when Safety Education announced the 1953 National School Safety Honor Roll, eight schools in five states headed the list for the ninth consecutive year.

Have you wondered since what kind of schools merit this rating . . . and what is involved in receiving the school safety honor roll certificate for nine years in a row?

Hueytown Elementary School, one of the eight so honored last year, is located in Jefferson County, Alabama. Hueytown itself is a residential section 15 miles southwest of Birmingham. The community has a population of 9000.

800 students attend a modern school building on a 15-acre plot. Here a conscientious principal and 20 teachers have operated and increased the services of an outstanding school safety program for almost a quarter century. How that safety program came into being, how it has grown, and how it has gained the interest and assistance of the surrounding community is related here by Hueytown's school safety sponsor.

We recommend the story to you as a case history in what the members of any school staff, properly aware of safety needs, can do to install and maintain a well-rounded safety program which will fully protect the children in their charge.

—The Editor

As the school grew, more patrols were needed. In time the number went from five to 25. But we still did not have what classifies today as a complete school safety program.

Then it happened. Late one evening in March, 1948, Hueytown Elementary School was completely destroyed by fire.

The fire didn't interrupt the school program; classes continued temporarily in a large Baptist church nearby. Neither did the fire interrupt our safety program. Instead it inspired new safety measures.

A new, fire proof modern school building was soon constructed on a 15 acre plot. Into the planning went special thought for safety. All on one level, the school had no stairs for young legs to climb. Buses could be loaded and unloaded right at the front door. Result was, when the children trooped happily into their new school house for the first time, the number of patrols could be reduced from 25 to 18. Moreover, we discovered we could do better safety work with fewer children on the safety council . . . there would be two instead of four representatives from each room.

This does not mean that the new school, with built-in thought for safety, inspired us to limit our safety program. Instead the program was broadened. Today the safety work in the Hueytown Elementary School begins when boys and girls first start to school. First, second and third grade representatives make up a primary council, with two students from each of the nine primary rooms meeting twice a month for a 30-minute safety program with one of the primary teachers. The representatives return to their rooms to give a report of the meeting to their classmates, carrying a message from the safety teacher.

Fourth, fifth, sixth and seventh grades make up the upper elementary council. This group also meets twice a month with a safety teacher in charge, holding one business and one program meeting each month. There are officers and standing committees . . . these on program, poster, accidents, rest rooms, parking grounds and playgrounds. Every member serves on one of the committees; the committees report to every meeting.

Programs for both the primary and upper elementary safety councils are based on themes sent out by the National Safety Council. Students employ various methods—discussions, quiz programs, plays, stories, and poems—to put their safety messages across. Once a year a safety radio program is given over one of the local broadcasting stations, with various grades and groups of the school participating.

Certain groups have special duties. The poster committee is responsible for the safety bulletin board in the hall at the main entrance. Each week new posters or safety materials are displayed. All teachers and their pupils are asked to prepare the safety bulletin board for at least one week during the school term. This year pictures (for our scrapbook) will be made of the most attractive boards, and of those teaching the best safety lessons.

Each month a standard student accident report summary form is filled out by the safety sponsor and sent to the National Safety Council.

Several months there were no accidents to report . . . a record considered good for a school of 800 students, aged 6 through 12.

Is such a program burdensome? Not to anyone at Hueytown School, for every one here feels a responsibility for and has a part in keeping school, home and community safe. The school patrols are chosen by the principal and teachers. Selections are based (with some exceptions) on scholarship and citizenship. The patrol captain is appointed by the principal and teachers, but the patrols themselves choose their lieutenant and sergeant. The captain presides

Below: two patrols at Hueytown Elementary school discuss a new safety poster with a second grader. Each week new posters or other safety materials are displayed here.

over weekly meetings where immediate problems are discussed and settled.

At the last meeting in each month the patrol schedule is changed to give each boy a chance to patrol at a different position and a different time. The patrols make their own schedule. They are taught to be prompt, courteous and efficient. They are taken on field trips to the police and fire stations every year, with parents helping with the transportation.

At Hueytown, girls also have safety responsibilities. They act as pages and ushers for large groups of visitors. They help little children in the beginning of a school term to find their way around. They help in the lunch room, showing younger children how to line up for service and find tables with a minimum of confusion.

Both the students who patrol and the girls who assist in this fashion are chosen from the fifth, sixth and seventh grades. But action for safety is not limited to these youngsters. It is considered important in every phase of school life. Although there is little danger of fire in the new building, fire drills are kept up. Two years ago a safety club was organized for students who ride public buses. No one who misbehaves on a bus can be a member. The club meets once a month with a teacher; at the meeting rules for safety and pleasant riding are discussed and members are urged to write slogans and safety poems.

This has been . . . and is . . . Hueytown's safety program. It has impact on our students, this we know. Recently it had impact on the entire community as well. On that occasion our school patrol boys were hosts at a Father and Son safety meeting. The mothers and school principal furnished the food; the State Highway Patrols (who are good friends of our school patrols) attended; everyone had a wonderful time. More important, as a result of the meeting the fathers and mothers talked about the need of a community safety council and *at a later meeting one was organized.*

All the officers of the new community safety council are parents of the patrols. Perhaps this has had something to do with their increased interest in our school safety program (though we prefer to think that what has followed arose naturally out of their aroused interest in safety for the entire community). At any rate the new community council quickly saw a need for an enlarged school parking area. They sponsored a cooking school, the proceeds from which more than paid for the work to be done. Later they saw that a traffic light was needed near our school. That too was installed. Other projects are under discussion for completion this year.

Meanwhile, other school-connected and civic groups have maintained or increased their participation in our school safety program. The PTA's active safety committee has purchased rubber boots for the school patrols, the Lions Club has purchased rain coats and hoods for the boys, and other civic groups have demonstrated sympathy with the safety program. The result is a splendid spirit of cooperation among parents, children, principal, and teachers. Today the central aim of all elements of the community is to think and to practice safety at school, at home and elsewhere—thereby making the Hueytown community a safer place for all. ◀◀

Two Norfolk students show a poster planned by fellow students for use at the start of the term. The scene: regular meeting of the civic safety committee.

Crusade in Norfolk

The total enrollment of the high schools of Norfolk, Virginia, has united to combat the city's traffic safety problems. In one year the students have initiated or completed an impressive number of projects, learning good citizenship at the same time they learn new lessons of safety education.

by Greyson Daughtrey

Assistant Director
Health and Physical Education
Norfolk City Public Schools

FOR over a year now thousands of teen-age boys and girls in the city of Norfolk, Virginia . . . the total enrollment of the city's high schools . . . have been united in a crusade for safety. During that year competitive programs have been carried out, safety awards made, surveys completed and statistics gathered in a giant program initiated by the high school health and physical education teachers . . . and carried out by the young people themselves.

Why a crusade for safety? The answer to that question involves going back a few years in Norfolk history.

Prior to War II Norfolk was an average American town with a population of 150,000 persons. Geared to a pattern of living in vogue for half a century, the city had few problems in traffic safety. Now and then a pedestrian would try to outmaneuver a car. Jay-walking was a common occurrence. But beyond that the traffic picture was not bad.

Then came the war. Overnight, this home base of the Atlantic fleet became a bee hive of activity. Considerable concentration of navy personnel was allocated to the port. Thousands of war workers converged on the city. Our population mushroomed to 200,000 . . . then 250,000. The building program increased one thousand per cent.

This tremendous influx of Navy personnel and transient labor groups brought with it an awesome increase in the number of cars on our streets. Overnight Norfolk became a metropolis, faced with acute problems of traffic control and safety.

Eventually the war ended. But the war-begun problems did not. Owners of thousands

of cars first driven to the city between 1941 and 1945 elected to stay in Norfolk. The result: two years ago the city still had a boom-town atmosphere . . . and a boomerang-ing traffic problem.

It was then that the Director of Public Safety, realizing the need of cooperative assistance in combating the many safety problems, appointed a Citizens' Traffic Safety Committee. Included on the committee were such organizations as the association of commerce, civic clubs, the police department, the department of public safety, the parent teacher association, the engineering division of the 5th Coast Guard District, banks and insurance agencies, the local radio station . . . and the Norfolk public schools.

Shortly after the group was organized the present president of the committee attended a national convention, while there saw a group of high school students on a safety program. Visualizing the value of teen-age assistance, he approached the assistant director of health and physical education. Could a high school division of the safety committee be organized? It could. It was. Today it is an integral part of the committee.

Selected by the assistant director, two students and a teacher from the health and physical education department of each of the Norfolk high schools serve on the committee. The group meets every month, with discussion covering various aspects of traffic safety. At first meeting, it was generally agreed that approach to the problem would be three-fold . . . law enforcement, engineering and education. Thus, at a meeting the traffic engineer for the city answers questions regarding plan of traffic. Police state statistics on traffic violations and enforcement. Representatives from the naval, civic and other groups present their findings. And the high school student representatives report on progress made in the safety education programs of the high schools.

Although the civic committee is now only two years old, it has sponsored, cooperatively, a safety parade, radio programs, newspaper articles, and educational programs before civic clubs. At the same time, each member representing his organization on the committee has worked individually to assist in the main objective of lessening traffic casualties.

Selected Monthly Projects of Norfolk High School Students

▸ A Report on Driving Attitudes was made at Ruffner Junior High School. Two thousand copies of the report were distributed to the students of the school to be taken home and answered by parents.

▸ Ruffner made a survey at recess and after school, discovered approximately 300 cars passed the school during the recess and 150 during the fifteen minute period immediately after the close of school. The school committee asked the traffic safety committee to place a school traffic guard at some point on the street outside of the school and to have portable 15 mile per hour signs placed directly in front of the school at the south entrance.

▸ Maury High School surveyed all junior and senior home rooms; over 700 questionnaires were given to students. The questions were: (1) Do you have a driver's license? (2) Have you ever been involved in an accident? (3) Have you ever been stopped for a traffic violation? (4) What is your age? (5) Have you ever taken driver training? When all slips are turned in, the answers will be broken down into a bar graph.

▸ At Jacox Junior High School a large map of the area including Broad Creek, Battery, and Princess Ann Roads, was made and used to show the school children the safest manner to travel to and from their homes. The group suggested that signs be placed on cross streets for protection to students, also suggested to the safety committee that the city put a sidewalk on the north side of Battery Road between Park Avenue and Broad Creek Road for the protection of school children going to and from school. The matter will be referred to the Acting City Manager.

▸ At Granby High School there is a parking lot for students who drive their cars to school. Observance of violations on the lot was the project of students in the health classes for one month. The license numbers of violators were posted on the bulletin board. Questionnaires were filled out.

▸ At Booker T. Washington High School an article in the school paper reminded students of traffic safety rules, driving rules, safety in schools and remembering other people on the highways.

▸ Students at Blair school were concerned about traffic jams in the halls. With the co-operation of the safety patrols they published a list of things to do and not to do in the school hall. The do's and don'ts were distributed to 36 home rooms with approximately 1,000 students. In addition, they planned a big safety poster contest.

What exactly have teen-agers accomplished? At the monthly meetings of the civic group, each school, through its teacher and pupil representatives, presents a program showing what has been done by that school that month to promote safety education. The school presenting the most outstanding program that month is awarded a certificate . . . with certificates also going to teachers and pupils on each committee.

Here are just a few of the projects and accomplishments which have merited certificates to date:

▶ Traffic surveys involving thousands of pupils and teachers have been made and sent to city authorities. These surveys have covered such vital subjects as the number of cars and trucks passing each school, the time and street on which they pass; the number of children crossing per minute. Other surveys have been on the number of dangerous locations and conditions in any given district . . . as, the number of children in school, vehicular dangers such as railroad crossings, industrial dangers, and fire hazards in home and school.

These surveys brought additional assistance . . . and action . . . from the authorities. Stop signs, crossing lanes and other safety aids have been provided. Moreover, findings from the surveys became text material for safety education throughout schools with thousands of pupils.

▶ Posters . . . cleverly beamed by school youngsters at other people their own age . . . have been made and distributed throughout the schools.

▶ An exhibit was prepared showing dangerous crossings in the city. Miniature automobiles made the exhibit more effective as a reminder of caution to young people and as an incitement to action by elders.

▶ A 500-foot film of hazardous crossings in various parts of the city was shot by one group of teen-agers.

▶ Another group checked a sample of 20 cars for speeding before and after school hours. Only one driver was found to be exceeding the 15 miles per hour speed limit.

▶ Still other students prepared a large map showing the safest manner for young people to travel to and from schools in that area.

▶ All high school students took home safety check sheets which were answered and signed by parents, then returned to school where the results were compiled.

▶ A study of Norfolk traffic deaths was made by the students.

▶ Safety skits were presented; essays were written on hitchhiking.

We believe that these projects by teen-agers add up to an impressive array of accomplishments for two years. But we know . . . as the entire citizens traffic safety committee knows . . . that there are many more problems still to be solved. Some of the projects now under consideration or in initial stages for work this year are:

▶ Teaching bicycle and motor scooter safety in the schools. . . .

▶ Purchasing and compiling a pool of visual aids, booklets and instructional material to be used by the schools and the committee. . . .

▶ Placing more emphasis on the educational phase through the schools, civic clubs and other organizations. . . .

▶ Giving more emphasis to the driver training program in our high schools.

▶ In addition auto dealers will be asked to give a copy of the driving training pamphlet to all purchasers of autos, there will be further study of the enforcement phase, further study of engineering problems for traffic safety, and a drive to increase civic membership in the traffic group.

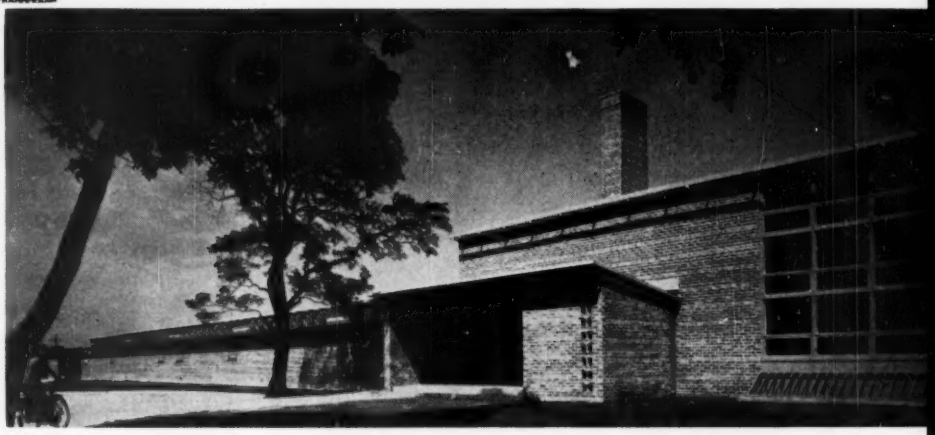
If most of the projects outlined above seem to call for adult action for young people, do not be misled. This year, as last, the teen-agers representing their schools on our committee will have active roles in carrying out these projects at school level. Their suggestions and timely comments in meeting will keep adults conscious of the importance of understanding and incorporating the viewpoints of young people in civic projects. More than that, as these young people cooperate with others to carry out the agreed projects of the group, they will learn early not only the what but also the *active how* of good citizenship.

Today many young people in Norfolk, as elsewhere, still step from high school directly into adult life. Within a few years after they doff cap and gown, they are parents, homemakers, business men. Whether or not they then give of themselves to the work of their community . . . whether or not they are then willing to accept the burden of solving traffic and other civic problems . . . may well depend on the lessons they learned in school. There could be no better simultaneous lesson in safety education *and* civics than the Crusade for Safety in which, through their schools, all Norfolk teen-agers are now involved.

Check List for Safety

in schoolhouse construction

by Thos. J. Higgins
Director, Building Surveys
Chicago Board of Education



The Rugen School in Glenview, Illinois was planned with the roof slanted away from the steps, to prevent rain or accumulated snow from falling on those below. Architects of schools now on drawing boards need to consider many factors for safety, as indicated on these pages.

(Photo from Hedrich-Blessing Studi

THE recent complete destruction of a modern $34,000,000 industrial plant by fire should be good reason for taking another look at our schoolhouses. For fire destruction can come with equal ease to school buildings . . . both to those now in use and to those new ones being planned.

Let's start by examining the new school buildings. Post War II schoolhouses are, for the most part, one-story buildings. (Rarely do we see a new schoolhouse over two stories in height today, except in the metropolitan areas where special attention is given to fire drills in public schools.)

The elimination of stairs in these new one-story schools has removed one serious hazard. And perhaps the best argument for a one-story schoolhouse is that it offers quick and safe access to the outdoors. The one-story buildings, however, have created other and new hazards of their own . . . specifically, these:

▸ Sprawling campus type schools require considerable travel from building to building, often in inclement weather. Excessive traffic in long corridors breeds accidents.

▸ One-story buildings are generally constructed of material of a more combustible nature than that found in the multi-storied schoolhouse. It is possible there has been too great a let down in some of the new buildings in the use of combustible building materials. Use of wood ceilings and roofs supported on wood beams and columns is common. Combustible tack boards or soft wood paneling often line the corridors and classroom walls. Most of the acoustible correction material used is a combustible type. As a consequence, fire insurance rates on these buildings are several times the rate on the more conventional type.

Extreme efforts have been made to make the new schools pleasant and attractive to children, often without too much thought as to the safety factors involved. Some aspects of building planning which should consider safety as well as beauty and usefulness are these:

▸ Windows that extend to the floor are easily

broken by the movement of equipment and the shuffling of children. Very often the glass areas are large and present a serious hazard when broken. Also, glare from adjoining sidewalks and snow can be reflected through floor length windows at an angle uncomfortable and detrimental to good seeing conditions.

▶ Fireplaces, while attractive for story telling groups, are a real hazard to youngsters when used for log burning.

▶ New schools are unfortunately eliminating mechanical ventilation in favor of convector or radiant heat. In northern climates the only effective way to provide controlled fresh air in classrooms is by means of mechanical ventilation. Window ventilation, dependent upon the comfort of the teacher, is unreliable and mostly drafty.

▶ The heavy doors and closing devices installed in most schoolhouses were not designed for small children. Lighter doors and placing of pulls and exit hardware at proper heights will facilitate entrance and exit from the buildings.

▶ Common use of overhanging roofs with gutters and downspouts presents a hazard during winter months. Icicles that form and freeze may later drop on unprotected entrances, sidewalks, and playground areas.

▶ Lighting, both natural and artificial, has been greatly improved to preserve the child's vision. However, certain types of fluorescent fixtures with exposed unprotected bulbs present a danger to children from broken fluorescent tubes. Control and quality of artificial lighting is far more important to good eye health than high foot candle output. Good lighting cannot be accomplished only by the installation of the newest type fixtures; it must be planned.

▶ Care should also be exerted to see that awning type windows that project in or out do not open beyond the sill line, to prevent children from running into them when open. Sharp edges of metal windows can be a serious hazard when allowed to project beyond the edge of a building.

▶ Equipment in the classrooms should fit the individual child or be adjustable for comfort and health. The height of blackboards should be low enough to permit use by the smallest child without standing on boxes or chairs.

▶ Care should be exerted in selection of gymnasium and playground equipment with a view toward possible hazard to a child using it. Most playground equipment should not be installed on a hard surfaced yard. Tanbark or sand below equipment will help prevent severe injuries.

▶ Where playgrounds adjoin traffic arteries, they should be fenced. Unfortunately, the fence too may become a hazard (because of the challenge to the child to scale it). Certainly playground equipment should be kept far enough away from the fence to prevent falling from the equipment onto the fence.

▶ Service drives to any school building should not bisect the playground area. If parking facilities are to be provided on school grounds, they should be either fenced or curbed to control access in and out and to prevent backing onto walks and playground area. All public service to schoolhouses should be underground to eliminate poles and guy wires on the school site.

Unfortunately, most of the schoolhouses in use today are not new. Instead they are "old buildings," many two and three stories in height, many having withstood more than 50 years of use. However, it is to be noted, safety-wise, that most of these buldings are of semi-fireproof construction, with fireproof corridors and stairs. And in metropolitan areas, where most multistoried schools are found, fire drills are held regularly and closely observed. The cities, actually, seem more alert to fire drills than do the smaller communities.

▶ To reduce the hazard of fire in the older type of wood joist constructed schoolhouses special attention should be given to isolating the heating plant from the rest of the building.

▶ Chimneys and breachings should be checked for leakage.

▶ Fuel storage should be separated from the furnace room. If oil is used, the storage tanks should be outside and below ground.

Further safety factors for old school buildings are these:

▶ Wood stairs should be replaced with steel or concrete and enclosed where possible. Wood wainscoting in corridors and classrooms should be removed and the walls cement plastered.

▶ The electric wiring in these schools should be checked for possible replacement. Unless it has been installed within the past 20 years it is probably inadequate to carry the increased load that is required for modern teaching devices now in use.

However, the best precaution against fire and accidents in any schoolhouse . . . old or brand new . . . is a constant awareness of safety on the part of the school staff, plus good housekeeping. These will not add to the tax rate; they may save lives! ◀◀

Left to right, at the panel meeting on teen-age conferences at the 41st National Safety Congress: H. A. Storey, Exec. Dir., Colorado Highway Safety Council, Denver; Nils A. Lofgren, Dir. of Field Services, Citizens Traffic Safety Board, Chicago; Bert L. Woodcock, Dir. of Safety Education, Iowa State Teachers College; Garnet Griffin, Dir. of Public Relations, Traffic Safety Assoc., Detroit; Nat H. Rambo, Exec. Dir. Florida Citizens Safety Council, Tallahassee; Forrest Gaines, Supvr., Safety Education, State Dept. of Education, Baton Rouge, La., presiding; and M. R. Darlington, Jr., Mng. Dir. Inter-Industry Highway Safety Committee, Washington, D. C., discussion leader.

What About Teen-Age Conferences?

Traffic safety meetings of, by and for teen-agers have been held in many states and cities during the past 17 months. An overview of the similarities . . . and differences . . . in those held to date presents some interesting trends.

by
Margaret Conklin
Acting Director
National Committee
for Traffic Safety

and
Russell Brown
Staff Representative
Driver Education Section
National Safety Council

IN 1952 a teen-ager in a western state dropped a gavel on a speakers stand facing a large number of his fellows. With that action there was opened one of the first teen-age traffic safety conferences ever held in this country. Since then teen-agers in a score of cities or states across the country have followed suit, encouraged by schools, local safety councils, city newspapers, and civic organizations.

All of these conferences have not been identical. But all have had one theme in common . . . the focusing of teen-age attention on what these young people themselves may do to brighten the country's dark picture of highway slaughter.

By the first of this year some 40 such conferences will have been held in a 17 month period. More are scheduled for the months ahead, some of them "firsts" for a state or area, still others "second annual" gatherings. Three second annual conferences have, in fact, already been held . . . in Colorado, Florida, and metropolitan Chicago.

Out of their experiences with teen-age traffic safety conferences in their home cities or states, these young people answered the queries of educators and other teen-agers attending the joint session of driver education and traffic sections, NSC, at the Safety Congress last October. Left to right: Donald L. Tucker, Tallahassee, Florida; David Price, Detroit, Michigan; Shirley Moffett, Wellman, Iowa; Jane Jenkins, Elgin, Illinois (who spoke for the Metropolitan Chicago teen-age conference) and Stanley Benfell, Golden, Colorado. The young people described the conferences which they had helped lead, were active in the question and answer period which followed.

Inevitably, the quick growth of the teen-age traffic conference movement has raised some questions. Questions like these: Exactly how valuable are these teen-age gatherings? Is the amount of work involved in organizing them worth the results achieved? Is there a set pattern future conferences should follow? How lasting are the effects . . . and how can they be made more lasting?

The answers to some of these questions were stated (or implied) by five young people who mounted a platform in Chicago last October at the 41st National Safety Congress. Representing teen-agers from Florida, Iowa, Colorado, and from the metropolitan areas of Detroit and Chicago, these young men and women replied to the direct queries of educators and traffic authorities from all parts of the country . . . as well as to questions by their contemporaries. The statements they made were backed up and enlarged upon by representatives of sponsoring organizations from their cities and states, who made up the other half of the panel for the meeting.

From all that was said at that Congress session, the listener could form two conclusions:

First, that in the opinion of those most closely involved in them, local teen-age conferences have been and can be most worthwhile.

Some of the proof leading to this first conclusion was inherent in the young people on the platform themselves . . . in their attitudes and obvious sincerity when they spoke about the acknowledged responsibility they and their friends have for safety on the highways.

Said David Price of Detroit: "Any honest individual, whether he is a teen-ager or not, must admit that teen-agers do comprise a problem group. In these conferences we are trying to face our responsibilities." Donald L. Tucker, a high school student from Tallahassee, Florida, added: "It is best for us to begin to understand our traffic safety responsibilities and problems now." While Stanley Benfell, reporting on the second annual Colorado conference held last July 31 and August 1, wound up his statements with the challenging: "Just give us a chance and we'll show you."

Further proof for the value of the conference, as evidenced at the Congress session, could be found in the reports these young people made. Reports of enthusiastic reception of the conferences by teen-agers, from initial idea through follow-up activities. And reports on the recommendations which came out of the meetings . . . such as that driver education be available to every student, that "shot-rods" be eliminated from the roads, that teen-age driver clubs be organized in every town, that legislation on driver licensing be revised, that licenses of teen-

Young officers of the D.C. Conference talk over their problems with George E. Keneipp, Director of Vehicles and Traffic in the nation's capitol. Left to right: Robert Dilweg, Adrienne Walton, Keneipp, and Eddie Gatewood.

agers be suspended after two violations, that drivers be re-examined on their ability behind the wheel at regular intervals . . . and that another traffic safety conference for teen-agers be planned for one year hence.

Need the repeat conferences be identical to the first ones? Not at all. For the second conclusion which could be drawn from the remarks at the Congress discussion was that there is not now, need not be, and *probably should not be* a set pattern for all conferences.

Still in the developmental stage, the teen-age conference movement is apparently going to benefit most immediately from further experimentation guided on mounting experience. But the one obvious trend is toward more and more teen-age participation at every stage of the conference . . . from planning level through actual operation . . . and with better results as a consequence.

A case in point is Colorado, which held its first teen-age conference in August of 1952, its second in August of last year . . . and which is already planning its third conference for April of 1954. The first meeting was a one day conference, planned entirely *for* the youngsters by the state safety council. Out of this conference came only general recommendations, and no method for implementing such recommendations as were made. One final action of this meeting, however, made a major difference in the next. That action: the appointment, by the 1952 conference president, of a committee of teen-agers to plan the conference for 1953.

These young people were elected officers of the newly organized Colorado Teen-Age Traffic Safety Association. Left to right: Paula Cheney, Secy-Treas.; Stan Benfell, President; Tom Inman, Vice President; and Janice Stalcup, Corr. Secy.

With council guidance, during the months of late 1952 and early 1953 these Colorado young people put together a 1953 conference program lasting a day-and-a-half. "Think and Live" was its theme; it drew 1500 teen-agers to last summer's discussion of youth problems in traffic safety. And out of this second meeting came not only recommendations tied closely to action by and for the young people of the state . . . but also a plan for implementing those recommendations over the long period.

Specifically, the Second Colorado Teen-age Conference set up the permanently organized Colorado Teen-age Traffic Safety Association. Its constitution was drawn up and adopted at the August meeting; the association is already a section of the Colorado Highway Safety Council. Its officers include six vice-presidents, to represent the six districts into which the state has been divided. Through this organization Colorado youth will now form teen-age clubs in the schools, to increase awareness of traffic problems in the minds of all young people in the state and to work as an organized group in solving these local problems.

A similar youth organization resulted from the second annual conference held in Florida late in September. One of the outstanding actions of this meeting was the formation of the permanent Youth Safety Council of Florida. Its by-laws were adopted at the 1953 conference; its elected officers and directors are already operating throughout the state.

First objective of the Florida youth group will also be to establish a safety council in every high school in the state. And the aim of each high school safety group will be to carry out action for safety locally, while keeping in touch with their fellow organizations throughout

It was serious business at the Worcester, Mass., conference last May when 150 teen-agers broke up into small groups to discuss driving problems peculiar to their age. The meeting was planned by a teen-age committee under the guidance of school and other sponsors.

Florida. Thus, says Nat H. Rambo, Executive Director of the Florida Citizens Safety Council which organized these young people initially, teen-agers "will have some real accomplishments to show at the next conference at St. Petersburg in 1954."

California and Florida, in setting up these youth organizations, joined with Iowa, which in April, 1953, formulated a statewide system of driving clubs.

Determination to continue and to expand their activities is one of the most notable similarities in the recommendations coming out of all teen-age traffic safety conferences held to date. More such similarities, and some interesting differences, can be found in a chart recently compiled by the National Committee for Traffic Safety.

This chart, covering all conferences held between January 1st and August 1st, 1953, takes up all related matters, from originating group, sponsors, and planning time, through number of groups, representation, and counseling. Most revealing, however, are the columns which tell of recommendations for another conference or not, show followup, and recite suggestions made by delegates for their future conferences.

For example, under "another conference planned?" 10 of the 11 charted said "yes", several adding the specific date of the next meeting. Only one conference committee quizzed was hesitant enough on this point to say only "probably" . . . and this group had formed, at their initial conference, a permanent youth committee.

In fact, for most of these 11 conferences, "followup" involved setting up some kind of permanent organization to carry out the recommendations of the delegates. Additional followup, however, varied in intensity . . . from a low of "reports only to delegates and those interested" to a high of the action of one city, where police records of teen-age violations now come to the driver education class in the high school for corrective action and analysis.

What about changes and suggestions? Most of these amount to recommendations for further expansion of the conference movement. *Expansion in representation* . . . those who worked with initial meetings feel there should be more teen-agers from more schools of an area present at their second meetings. *Expansion in planning* . . . with specific statements that teen-agers should be given more opportunity to work out the programs of future conferences. *Expansion in preparation* . . . with material distributed to teen-agers weeks or days in advance of the conference date, so that each delegate might come to the second or third annual meeting better prepared to participate intelligently in the day's serious business. (School meetings were held in advance of four of these conferences; such school assemblies were recommended as preparation for future conferences.)

One recent new development is particularly worthy of consideration. For Texas in October departed materially from the general outlines of the conferences already held, staged instead a workshop. Under this plan three students from each of 16 Parent Teacher Association districts in the state (and three additional students from certain districts) met in Austin, each delegate having already accepted the responsibility for leading teen-age safety work in his community after the workshop was concluded.

This state workshop, it was planned, would be followed by a series of district workshops, these to be lead by the young people instructed at Austin. And from the district meetings delegates would go back to their home communities, these charged with the responsibility to develop city safety work among teen-agers.

In this way, before it even opened, the Texas workshop set up the machinery for sending traffic safety principles and leadership among teen-agers back down the line to the local community. Such a plan assumes that intensive training of students in traffic and group leadership can do more to develop eventual community action for safety than will a single

Continued in column 2, page 15

What is a Good Safety Program?

You may have asked yourself this question many times. Here is one answer, as evolved by Thomas A. Backus and presented before the summer, 1953, workshop on Safety Education at Florida State University.

SAFETY is something which must be considered in terms of the total situation. Life without some danger or uncertainty would be very drab and devoid of progress. It is only as the necessary risks are taken to achieve worthwhile objectives that life takes on quality and purposefulness. Safety implies a wholeness of life—its purpose is not to remove all hazards but to increase the quality of living.

Industry was the first to recognize the need and develop a modern safety program. However, as the complexity of our society increased, safety problems multiplied and it became apparent that the school . . . the agency set up by society for the instruction of its young . . . must accept a share of the responsibility for safety education. In theory, the school has accepted this responsibility but in actual practice there is much yet which could and should be done. While some schools have excellent programs in many respects, others have done very little. Thousands of children and adults lose their lives annually and millions suffer unnecessary pain and hardship because of a failure to apply good safety practices.

Everyone is happy when National School Honor Roll certificates are bestowed. Here Russ Brown of the School and College Division, National Safety Council gives certificates to John Hebblethwaite, patrol captain at Dewey School, Mrs. Howard Aylesworth, P.T.A. of College Hill School, and Tom Sinks, Principal of Miller School, each one representing an Evanston, Illinois school.

What then are the characteristics of a good safety education program?

A program of safety education must be an integral part of the school program and it must meet the same criteria by which other curriculum materials are tested. Safety may be integrated with other subjects, basic units, or in some cases taught as separate units or subjects.

The safety program must have worthwhile objectives, methods and procedures for obtaining those objectives, and a means of evaluating the results to determine the effectiveness of achievement and the validity of those objectives. Schools must not only teach about safety, but must encourage safe living practices in school and out. The true test of the worth of any program is measured in terms of the behavior changes it produces.

A good program of school safety must seek to attack the problem from all angles. That is, it must seek to eliminate unnecessary hazards, to set up necessary controls, to supervise hazardous activities, and to provide education—the knowledge, skill, and attitudes necessary. The safety education program should be developed locally to meet the needs of pupils and be adapted to their developmental level. All phases of safety must be considered at the appropriate time. The content should be modified con-

stantly in light of new findings in the safety field.

It is a well established principle of education that the best educational materials are those with which the pupils are, at least, partly familiar and the best approach to learning is through solution of problems of real concern to pupils. Safety is one of the first concerns of all and with proper guidance the student will attack the problems of safety with much vigor. Helping the student to identify and solve his own problems in safety is just as much educational as is solution to any of his other problems, and thus may be doubly valuable in that it educates while perhaps also saving his life.

A good safety program is also manageable. This would indicate that while all school personnel are concerned, one person should be selected as the head or director of the safety program. An active council will also be an invaluable asset.

In summary, some of the characteristics of a good program are:

- it must be manageable—it must have a head
- records must be kept
- results must be evaluated
- it must recognize pupil participation
- it must place value on human life and respect for the rights of others
- it must be adjusted to the developmental level of the students
- it must approach the problem from all angles
- it must produce changes in behavior
- it must extend into the home and community
- it must develop personal responsibility and character
- it must teach the pupil to abide by the rules of the game
- it must improve the physical as well as the mental well-being of the child.

In the words of Laura Zirbes in "What Is 'Valid' in Safety Education?":

"In our safety education programs we must look for the total effect. The long-term influence on outlook and personality is part of the effect. We must constantly test our methods and procedures for validity. We must ask ourselves not just 'Is he safe?' but 'Is he increasing in self-reliance and judgment? Is the experience challenging and zestful? Did it give him a chance to gain insight and act on it?' "

What About Teen-Age Conferences?

Continued from page 13

broad "conference" of all the state's young people.

Also worthy of consideration is the approach to youth problems operating throughout Wisconsin today. Under a Youth Service Act of 1947, this state is authorized by law to initiate, stimulate and plan with local communities those programs pertaining to children and youth which have to do with health, welfare, safety, education, and the like. The result has been the establishment of some 30 city youth councils, organized within 10 youth districts.

The city youth councils operate year-round for youth activity in many fields, traffic problems being a principle concern. In addition, each of the 10 districts holds an annual conference with representatives from counties of the district. Attendance may vary from 70 to 600; each person at the conference has the obligation to report all findings and material back to his organization where, in turn, programs for the year are adopted. Every two years a governor's conference is held . . . in 1949, 1951 and 1953 traffic safety, motor vehicle education, driver education and law enforcement were the primary subjects of these conferences.

Is it time yet for a national teen-age conference? Educators, as well as other agencies which have worked with the conferences, believe not. Fast growing though it may be, the teen-age conference movement is still in early stages. It needs time to develop, to experiment, and to expand its services to young people at the local level. In the months ahead the format of these meetings may change materially, as more communities develop conference techniques appropriate to local situations.

Unless we make two basic considerations foundational in our Drivers Training, we miss the whole purpose. Those two considerations are: respect for human life; respect for the law.

Sister Mary Charitas, SSND
Academy of Our Lady, Chicago, Illinois

7 Areas of Consideration

for playground safety

by Frederick A. Fitch
as presented at the workshop on Safety Education
Florida State University
Summer, 1953

Hazards are connected with every active sport. If the playground director removes all hazards unnecessary to the promotion of an interesting and worthwhile program, and the individual participant compensates for those hazards that are a part of the game or environment, accidents will be held to a minimum.

Plan the program, control the environment, condition the competitor, develop skills, create awareness, enforce the rules, prevent injuries, and the playground director can rest assured that his program will meet with success and worthwhile fun will be had by all.

***** The author**

AN accident-free playground is an ideal situation but one that would have to eliminate the more active games and contests to be ever attained. I would not advocate elimination of active games and contests, but in promotion of activities with inherent danger, I would suggest every possible safeguard to reduce the incidence of accident and injury of participants.

Safety on the playground can be attained only by a positive and planned approach with constructive measures taken to produce a "safety consciousness" in the minds of all who frequent areas where danger is inherent.

A simple formula to apply in the prevention of accidents would be: first, to so construct the area and apparatus that the chance of an accident is minimized; second, to set up and enforce rules to insure safe participation; and third, to teach correct use of facilities so that only the trained and skilled are participating.

Recognizing that accidents carry an unexpected high frequency in playground activities, it becomes the responsibility of the director to promote a program that is active and exciting but made safe for the participants by preplanning in terms of the dangers involved.

This preplanning should use some form of check list in order to construct and maintain the safest play environment possible. Some of the areas that should be considered in order to accomplish this purpose are:

Safe Location and Environment. The director is fortunate indeed if he can start with choice of site and supervise the construction of his playground. The usual situation is the assignment to an existing area with meager equipment and layout already established.

Site selection, in order to protect the health of the participants and to provide safeguards against community hazards, should be governed by predetermined standards or policies. "Education for Safe Living" contains the following pertinent standards:

▸ The school itself and its playground should be in clear view when approached on the highway from any direction. Whenever it is im-

possible to provide open approaches, effective warning signs of standard design should be erected where they can easily be discerned by motorists and others. (Though decisions on placement of signs should be made by traffic authorities rather than school people. Ed.)

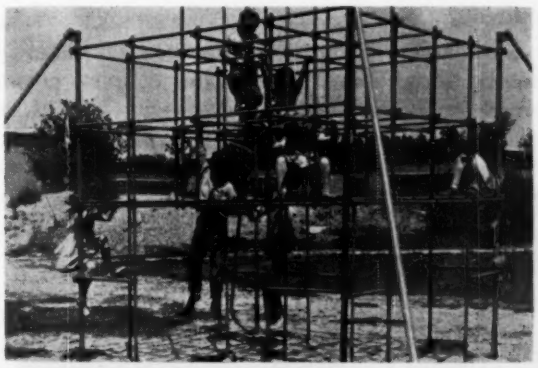
▸ The school districts should be organized to include the most dangerous and heavily traveled thoroughfares as boundaries. Wherever this arrangement is impossible, special precautions must be taken to provide for pupil safety in crossing the street.

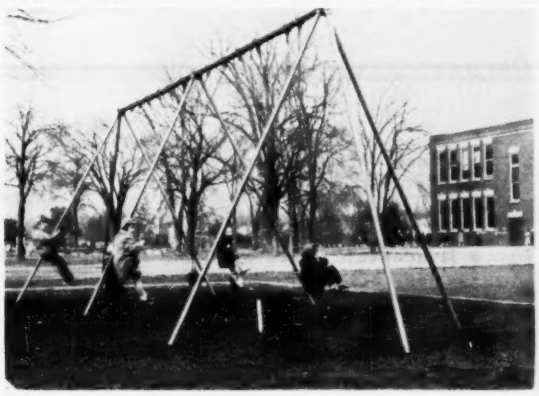
▸ Grounds should not be located near or next to industries or railroads which disturb the school by offensive noises or odors, or which may be physically hazardous.

At right: a climbing apparatus helps children to develop strong bodies; playground supervisors should be sure the children will not hurt themselves by jumping from the apparatus to a hard surface.

At right below: In Los Angeles the school boy patrol reminds girls and boys to stay outside of the safety circle around the giant stride.

Below: this playground scene at Willard School in Evanston, Illinois, shows tanbark under swings as precaution against playground injuries.





▸ The grounds should be level as possible. Hilly or sloping grounds require retaining walls, terraces, and steps, which multiply the hazards to pupil safety. However, there should be sufficient slope to provide adequate drainage of water during rains and thawing weather.

▸ School sites should be adequate in size and shape. Crowding children into limited areas tends to increase accidents during the play activities. Recommended playground standards are: five acres for elementary schools and 10 to 15 acres for senior high schools.

▸ School buildings should be so located on the grounds as to provide a maximum of playground space with proper shape. It is better practice to locate the buildings at one end of the grounds, leaving the remaining part of the ground for organized play activities.

▸ Protected play areas should be provided for youngest groups of children.

▸ Provisions should be made for loading and unloading children transported to school. "Loading platforms" away from pupil activity and passing traffic assure the pupils greater safety.

▸ The service driveway to the school should not extend from street to street as an alley but should lead to the school only. All trucks and other service vehicles should be required to return to the street by the same route.

▸ To prevent children from playing on adjacent streets and retrieving balls, playgrounds should be enclosed by a strong, durable fence, not less than eight feet in height.

▲

On existing facilities a good procedure is to determine all unnecessary hazards and wherever possible to correct by elimination or con-

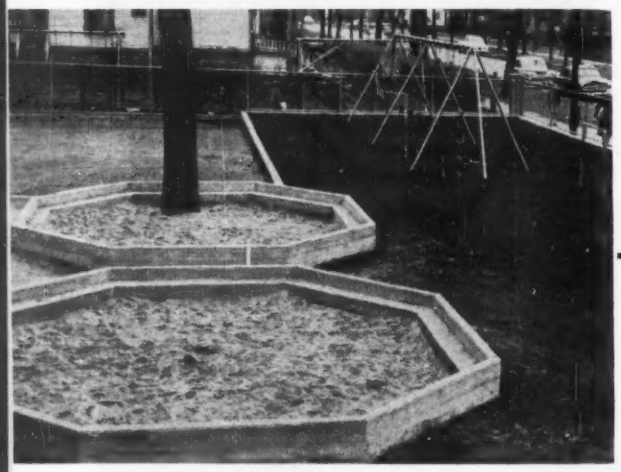
trol. Hazards that can't be eliminated should be safeguarded and restricted in use in order to reduce their danger and create no unnecessary hazards.

Human Traffic and Scheduling. The playground director is primarily concerned with the promotion of games, contests, and activities that are active in nature. So he must concern himself with the elimination of all random and unnecessary human traffic.

Schedules should take into consideration the various age levels so that youngsters are only scheduled for play within their own age level group, and in going to and from the activity they should not cross other active play areas.

All human traffic should be controlled by clearly marked direction lanes adjacent to swinging and moving apparatus, and adherence to traffic rules and regulations should be required.

Mechanical forms of transportation should not be allowed on the playground unless governed by set traffic lanes, rules, and regulations strictly enforced.



This view of the playground at the David B. Dewey School, Evanston, Illinois, shows sand pits, tanbark under apparatus and a hard-surfaced play area. Does your school playground check for safety with the suggestions at right?

Frederick A. Fitch, author of this article, teaches Physical Education and Safety Education at Marshall College, Huntington, West Virginia. "Education For Safe Living," from which he quotes, was authored by Herbert J. Stack, Elmer B. Siebrecht, and J. Duke Elkow and published by Prentice-Hall, Inc. The enumerated standards appear on pages 379 and 380 of that text, 1949 edition.

Safe and Proper Use of Facilities. The playground director must be a teacher of safety. He must be ever alert to the creation of an orderly program that develops in the mind of the youngster an awareness of the hazards of the game situation.

Skill is highly important in preventing accidents. Thus teaching skilled performance is a prerequisite to participation in the organized activity. Each activity should require a minimum standard of proficiency before the youngster is free to participate, and the playground staff should be scheduled so that coaching in proper procedure is available for each and every activity.

Correct habits, attitudes, knowledge, and skill development are of paramount importance in the reduction of playground accident and injury.

Safety Rules and Regulations. Knowledge of and adherence to the rules of the game must be stressed on every playground. A simple set of rules governing all activities should be developed, posted, learned, and adhered to by all participants. In addition, a rules committee should be set up and the members should be supervised in drawing up simple sets of rules governing the use of every piece of equipment and every activity for which standardized rules are not available.

Construction of all rules should consider two factors. First, does the rule prevent one person

Check these to determine the safety of your playground:

- **Is adequate space available for all activities in the play area?**
- **Are certain types of play restricted, or eliminated, to insure safety?**
- **Is the out-of-bounds area a safe distance from walls or other obstruction?**
- **Are play areas for primary children concentrated in one section?**
- **Are shuffleboard, and tennis areas finished with hard, smooth surfaces, such as cement or asphalt?**
- **Are football, soccer, and similar contact games played on soft, well-turfed areas?**

or group of persons from taking unfair advantage of another person or group of persons? Second, does the rule minimize the danger as much as possible without destroying the basic challenge and thrill in the game?

Use of Protective Equipment. All activities that necessitate special protective equipment should be studied and only promoted when adequate equipment is available.

Some activities, such as football, that require expensive protective equipment should be discouraged as a playground activity and less hazardous sports substituted in their place.

It might be wise to eliminate spikes in baseball and control the major injury possibilities by modifying the rules in relationship to base sliding. A rule could be made that sliding into a base would cause the runner to be called out.

Prevention, Care, and Treatment of Injuries. One purpose of good first aid procedure is to create in the minds of playground supervisors the awareness of impending accident and thus act to prevent the situation from occurring. Every staff member should be qualified to render first aid and to follow a predetermined set of rules relating to proper care and transportation of the injured person.

Responsibility for care of the injured should include: first aid; transportation to safe area for care; contacting ambulance and doctor if injury warrants; notifying parents; arranging for an attendant to accompany the injured child to the hospital and remain until his parent arrives; completing the accident report and securing the names of all witnesses to accident.

An alert instructor soon learns to spot those individuals who are accident prone and to curtail their activity until they have been taught correct procedure or until a change of attitude is evident.

No player should be allowed to re-enter an activity who has sustained a blow causing unconsciousness or who exhibits any unnatural physical condition, without a written permit from an attending physician.

Insurance Protection. A good playground director is ever vigilant in the prevention of accidents but never ignores the fact that accidents may occur.

Financial responsibility for the medical cost of accidents occurring on the playground is a personal and individual problem, but the director can be held liable unless it has been established that he has conducted his program in a wise and prudent manner. If negligence is established, then the director and supervisor can be held financially liable in the courts of law.

The wise director should insure himself against personal liability and, in order to defray medical costs of injury, encourage all who use the playground to protect themselves by purchasing some form of accident insurance.

▸ Does the play surface have resilience and good drainage? Is it free from dust? Is the surface durable and non-abrasive? Is it clean, firm, smooth? Has it general utility and good appearance?

▸ Are the game courts so arranged that the rays of the sun do not shine directly in the players' eyes?

▸ Are there safety zones around apparatus, such as swings, traveling rings, and slides; around the sides of games which involve moving objects, such as baseball, horseshoes, archery, track, and field?

▸ Does the play area have a well-constructed fence sufficiently high around it to discourage attempts at leaping or hurdling?

▸ Are fixed or movable backstops and cages available to assure the safety of those not playing?

▸ Are all unnecessary objects removed from play areas or placed in positions where they can be protected by mats or other types of covering during activities?

▸ Are players' benches or dug-outs located at safe distances from the activities?

▸ Are bleachers and zone areas provided for spectators?

▸ Is all permanent, outdoor apparatus (such as swings, traveling rings, and the like) set in concrete and tested to see that it is absolutely vertical or horizontal?

▸ Do you have a system of locking up apparatus which is dangerous to use when it is slippery, when the ground is muddy, or when other dangerous condition prevails?

▸ Are soft surfaces maintained under apparatus involving landing or jumping?

How H
School

QUESTION: *School buses are being used today for an increasing number of purposes other than transportation of youngsters to and from school. In some cases the school bus will take children to scenic or historical points of interest much further away both in point of time and distance. Such tours may last overnight, or even longer.*

What is your opinion of how far school bus service should be extended? Also, what measures should be taken to protect the pupil passengers against special or increased hazards involved in trips of these types?

THE ANSWERS:

P. W. SWOPE

State Director of School Transportation
Charleston, West Virginia

I believe that this question has a financial aspect almost as significant as its educational aspect. In many communities and states, we are wearing out the buses and spending moneys on replacements which, for the good of our children, would be better spent on improved school buildings and better instruction.

I feel confident that the transportation aspect of our educational system is critical. I could cite much evidence to support the point that our transportation does not yet serve enough people, nor serve them sufficiently well, so that we can afford to squander our resources on "extras."

Continued expansion in the use of school buses is also certainly interfering with classroom instruction. I am fearful that we are headed in the direction of educational indigestion if we do not curb our appetite for scenic tours and insist on a basic meat course of the three R's. I feel that bus services should be diminished rather than extended, pending the time when we can point to outstanding school plants, housing rich curricula for all students who should be transported to the classroom.

If our buses must be used for extra-curricular activities—and they will be—the very least we can do for the safety of children is to see that these buses are regularly inspected and are operated by carefully screened, well-trained drivers. It is conceivable that drivers for this type of service should meet more exacting requirements than are necessary for ordinary school bus operators.

C. L. YARBROUGH

Superintendent of Schools
Snyder Consolidated Independent Schools
Snyder, Texas

Administrators should be free to use school buses in any way that will further the total educational program of the school. The special opportunities of this general policy necessitates, of course, the making of many evaluative judg-

ar Should Bus Service be Extended?

ments on excursions, particularly those outside the school community resulting in temporary withdrawal of students from other activities.

Maximum safety should be provided for all trips, including the regular daily running of all buses. When extended trips are taken, every effort should be made to compensate for special hazards that may exist in a new situation. Important among these hazards are these four:

- driver fatigue
- driver unfamiliarity with traffic conditions
- Difficulties of keeping the vehicle in top-notch condition
- supervision of pupil passengers.

E. GLENN FEATHERSTON
Director, Administration of
State and Local School Systems Branch
U. S. Office of Education
Washington, D. C.

The use of school buses for making more effective the educational program of the schools is a perfectly legitimate one whenever the gain is commensurate with the cost. However, there are several conditions which should be met in providing this kind of transportation service. Among these are:

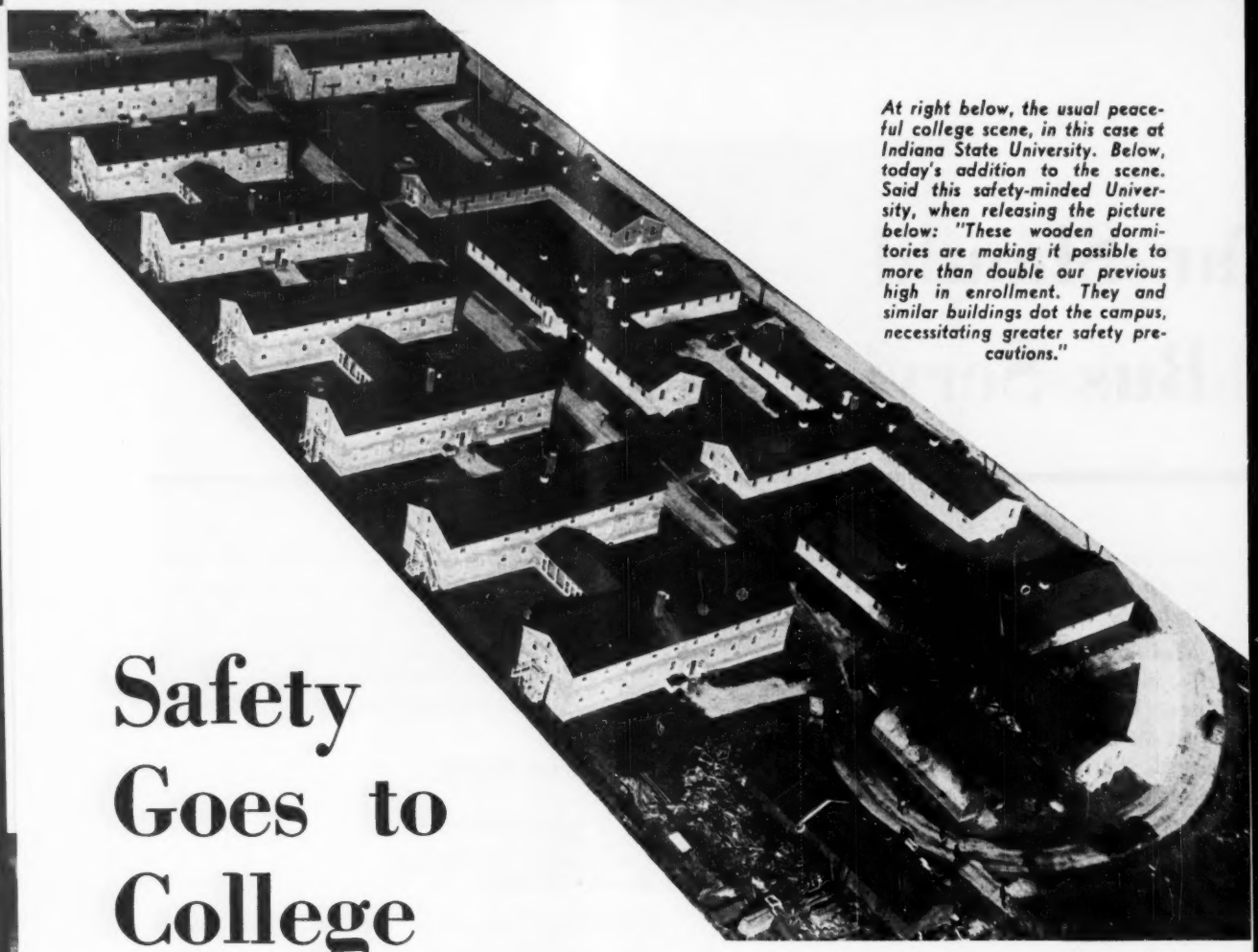
- Such use of school buses should not interfere with normal service for transporting children to and from school.
- The provision for financing should be such that no child is deprived of the services for economic reasons.
- The school people of a state, speaking through the state department of education, should recommend principles for determining the proper use of school buses for instructional purposes and desirable procedures for controlling such use.
- Local boards of education should adopt policies covering the use of school buses for instructional purposes.
- Plans for such use of school buses should be as carefully made and systematically executed as those for the regular transportation service.

T. WESLEY PICKEL
Codirector
Div. Schoolhouse Planning and Transportation
State Department of Education
Nashville, Tennessee

School buses should be used for services other than transportation of pupils to and from school to the extent that the extra services can be justified in keeping with the individual school curriculum as adopted by the local boards of education.

Without question there has been much abuse by local school systems in the use of school buses for extra curricular activities. The responsibility for planning a local school program must be left largely with local people. These people should give careful consideration to the needs for extra pupil transportation and a plan should be approved by the local boards of education so as not to interfere with regular transportation of pupils to and from school.

It is extremely difficult to determine the extent to which school buses should be used for extra curricular activities without a careful study of the local school curriculum. Many school systems have guarded against overuse of school buses by placing certain restrictions on number of trips allowed for any individual school as well as the distance which might be travelled. Extreme care should be taken to see that all pupils transported on extra trips, regardless of the distance, have the same protection as provided under state laws for pupils transported to and from school.



At right below, the usual peaceful college scene, in this case at Indiana State University. Below, today's addition to the scene. Said this safety-minded University, when releasing the picture below: "These wooden dormitories are making it possible to more than double our previous high in enrollment. They and similar buildings dot the campus, necessitating greater safety precautions."

Safety Goes to College

by A. F. Allen

President, Employers Casualty Company
Dallas, Texas

As extracted from an address delivered before the Association of Texas Colleges

THE field of safety in our colleges has not been explored very extensively—particularly in comparison with what has been done in such other fields as industry and traffic. Two things seem to stand out.

First — There are no accident records available on a national, sectional, or state basis which will definitely reflect the accident experiences in colleges.

Second—Safety programs are in effect in only a small number of colleges and, apparently, many educators do not have a realization of the seriousness of the problem.

In preparing this discussion on The Contribution Your Colleges Can Effect in the National Accident Prevention Program, the National Safety Council, the Texas Safety Association, the National Association of Mutual Casualty Companies and many educators were contacted to discover information about past accidents and safety programs in colleges. Definite information in regard to specific accident causes on a broad basis could not be collected.

I did find, however, that the American Council on Education had published a book, The Health of College Students, written by Harold S. Diehl and Charles E. Shepard which brought out the fact that 26.3 percent of all student deaths resulted from accidents. Broken down further, it showed that 15.9 percent died in automobile accidents while 10.4 died in all other accidents. The findings came from a ten-year study of nine universities, 1925-35.

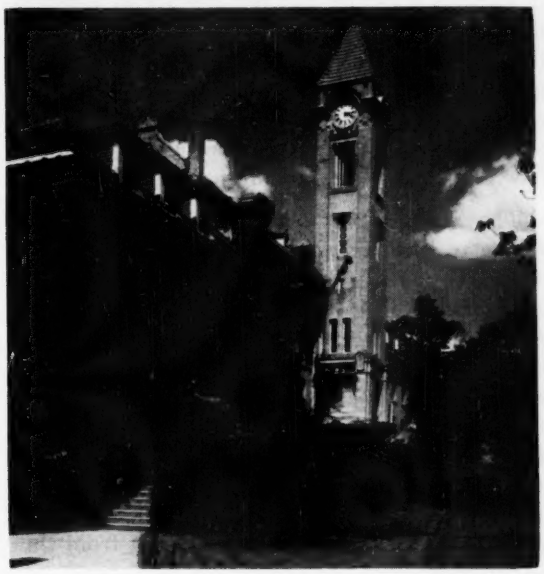
Where records have been kept the seriousness of the problem has impressed college administrators. It has been found that the average accident frequency of campus employees in some colleges has been eight times that of the average industrial accident frequency rate.

No college I have visited gives the impression of being eight times as dangerous or hazardous as the average of industry, yet the record shows that some of them have that kind of a record.

It is true that many colleges will have equipment and physical properties comparable to those in industry. However, when we consider the skill and training in the colleges, it seems the records should be better than in industry.

If the colleges which are keeping records exemplify what is true in the average college, there is a big job ahead in improving such adverse accident experience. Normally, industrial organizations which keep records on their accidents have a lower accident frequency than those which do not because they have first-hand information on what is actually happening and where it is happening. The same situation is probably true among colleges.

Since colleges recognize the need of data as a source of teaching information—the value of accumulating data on accidents should be read-



ily apparent. I strongly urge the accumulating and studying of accident information developed on a standard reporting basis.

One college system, a few years ago, was very passive in its attitude toward accident prevention. In the absence of statistics the college people were of the opinion that they did not have a bad accident record. Data was kept during the 1950-51 year on non-academic employees. During the one year period 293 accidents were reported of which fifty-four resulted in lost time. No accurate records were kept on student accidents but from vague summaries the student accident problem appeared to be as great or greater than that of the non-academic employees.

Dr. H. W. James, president-emeritus of New Mexico Western College, recently sent a questionnaire to Texas colleges to ascertain what efforts were being made in accident prevention. Fifty-five replies were received. Fewer than half of the colleges keep any records on student accidents. It is obvious that most of the colleges do not know the extent of accidents which are occurring to their students.

The college safety problem is very comprehensive. The campus may need nightwatch service, fire protection, traffic control and an industrial accident prevention program in connection with plant operations. In addition the responsibility includes the welfare of staff and non-academic personnel, student body, and the general public. The campus safety program should be flexible enough to adjust readily to an increase in traffic and the number of people who come to the campus in connection with athletic contests, graduation exercises and other special events.

The college has two fields in which it can contribute to accident prevention that will be of lasting benefit to its staff, student body, and the general public.

- In the field of safety instruction.
- In the field of campus safety.

In the field of instruction, I want to express appreciation for the service which many colleges are rendering in providing driver education courses for teachers in secondary schools. In this work you are contributing much. Our success in controlling traffic accidents in the future is dependent upon our success in training our youth in driver education today.

A report recently released by the United States Department of Labor's Bureau of Statistics says that nine percent more disabling injuries occurred in industry during 1951 than during 1950. Work injuries increased more than employment. From an analysis made by the largest writer of workmen's compensation insurance in Texas on its 1951 business, it was found that employment had increased 10.3 percent above 1950, measured by earned premiums, but that accident frequency went up 14.8 percent.

What greater service can our colleges render to the people of this nation than to educate their student bodies in the art of accident prevention? If they will do this, they will materially reduce the accident toll both on our streets and highways and in industry and in homes.

You ask how? Here is my answer. Make

During the convention of the American Automobile Association in Los Angeles last September three plaques were presented to Pennsylvania State College or members of its staff.

One plaque was given by the AAA to the school itself . . . for offering the first teacher preparation course in driver education back in 1936. A second was presented to Jo Hayes, State College High School, for offering the first high school course in driver education. The third went to Amos E. Neyhart, Administrative Head of the College's Institute for Public Safety.

Said the AAA citation of Professor Neyhart: "With dynamic enthusiasm, he originated Driver Education for high schools by pilot courses from 1930 through 1933 and the first regular course in 1934, and pioneered teaching and testing techniques and materials. He conducted the first courses for high school teachers and college professors, and leads outstandingly in number of educators personally instructed. Working with the American Automobile Association, he has steadfastly urged high standards, and is the person most responsible for the evaluation, improvement and phenomenal spread of Driver Education."

The picture at top shows Professor Neyhart (on the right) presenting the AAA Citation Plaque for the college, in turn, to Dr. Milton S. Eisenhower, President of Pennsylvania State. At left in the picture, looking on, is M. R. Trabue, Dean of the School of Education at Penn State and Chairman of the National Commission on Safety Education of the National Education Association.

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accident prevention a required course in the freshman year for every boy and girl who enters college. Imbed in their minds the value of accident prevention and they will carry it with them the rest of their lives—the boys to industrial plants and in traffic, the girls into their homes and on our streets and highways.

In the field of campus safety much can be learned from the history of safety in industry. Progressive management recognized, many years ago, the importance of accident prevention in industry. Of first importance was the humanitarian reason which, in turn, has a bearing on employee morale. Employee morale has a direct effect on many phases in the operation of a successful industrial plant.

If colleges will seize the opportunities they have to set a behavior pattern in campus activities that result in an appreciation of the value of accident prevention, they will not only provide a safe college life but they will also set up a value that will serve to guide their students toward a safer life as citizens. Physical conditions on the campus and mechanical equipment in plant and shops should serve as a model and exemplify what the business world should aspire to have in its equipment and shops.

Failure to give proper consideration to safety on the campus is inviting an accident. It is also unintentionally giving training to the student which will be detrimental to him or her in later life. It creates a problem for industry. The minimizing or failure to incorporate safety in campus activities and the absence of training in accident prevention builds a resistance in the student's mind to the importance of safety in his future activities on and off the job. The employer, who has an established program of accident prevention in his operation, must break down this resistance and retrain the employee.

The college president has many problems which require his time. The same is true of the executive in industry. To meet this problem executives in industry often designate a director of safety to handle this specialized responsibility on a full or part time basis. The director should be given definite responsibilities and should report directly to the college president. When a director of safety is appointed it is important that the president so advise everyone in the college organization that the safety program will have full support from the administration.

I like to think of a college as being an organization which is progressive and stands out in ascertaining the needs of its area—in discovering what can be done to fulfill those needs. The Texas Safety Association, in its committee on school and colleges, has a subcommittee on college safety composed of many members in the field of higher education. This subcommittee will welcome the cooperation of the Association of Texas Colleges in studying the needs of safety. Most colleges are continually conducting research in some particular field. There are many fields of safety which are undeveloped and in which research is needed. A good start toward such research would be a study of the accident problem in your particular college.

Adult Crossing Guards, Guide to Selection, Training, and Operation. This 24-page booklet, recently published by the American Automobile Association, opens with a brief description of the origin and reason for adult crossing guards. It then takes up such important subjects as selection and requirements, training, operation with school safety patrols, authority, duty hours, pay and uniforms. Prepared as a guide in organizing, standardizing and training adult crossing guards in all communities, the book is priced at 25 cents. For your copy contact your local motor club or write direct to the Association at Washington, D. C.

* * *

Teaching the Two R's. This new, illustrated booklet explaining why trains have the right-of-way at grade crossings is currently being distributed to driver education teachers in approximately 3500 secondary schools throughout the 13 states served by the Baltimore and Ohio Railroad.

The 12-page booklet has been published by the B&O to give approximately 350,000 teenage student drivers in its territories some practical reasons for exercising special caution at railroad crossings.

Initial lesson taught by the booklet is on "Odds Against the Motorist." This section points out that the average weight of a 50-car freight train is 4250 tons while the average passenger car weighs less than two tons. Moving at 30 miles per hour, the train requires 1200 feet before it can stop, but the autoist can brake to a halt in much less. Moreover, points out the booklet, the motorist can change direction readily whereas the train, traveling on fixed rails, cannot.

In addition to other statistics the booklet contains tips for safe driving conduct at crossings, topics for classroom discussion and some suggested student projects. A cartoon-and-limerick booklet for students and a classroom poster are also being distributed in the schools.

* * *

A Course of Study in Safety Education for Efficient Living. By Howard R. DeNike, this 85-page mimeoprint booklet is published by Burgess Publishing Company of Minneapolis. The author is associate professor and director of safety education at State Teachers College, East Stroudsburg, Pennsylvania; his book covers all phases of general safety education except driver education. Lesson outlines are arranged so that they may be taught as presented or grouped in units of instruction. A separate teacher's manual is provided free of charge with each single copy order and one copy for the instructor's use with a quantity order.

In a foreword to this book Dr. Herbert J. Stack, Director of the Center for Safety Education of New York University, says:

"Competent teaching is the catalyst that enables safety education to produce desired results and this competency as a goal today represents higher standards for the teacher. Changing conditions and new demands require changed emphasis.

"This volume is offered as a flexible safety education guide book for teachers-in-service, prospective teachers, supervisors and administrators of secondary schools, and for use in colleges and universities where teacher-preparation courses are being offered in safety education and physical education. The book might find usage as a work book for secondary school students in some cases."

* * *

"How To Stay Alive on the Highway" is now available in reprint form. Originally published in the November issue of Cosmopolitan Magazine, this article by Maurice Zolotow points out the many ways in which the driver of a modern car on super highways can avoid serious accidents that lead to injury and death. Many suggestions for avoiding the accidents caused by conditions peculiar to high speed driving are included in the article.

Reprinted with the permission of the Hearst Publishing Company, the article is available to schools, institutions, fraternal organizations, clubs, church groups and other interested organizations. Quantities up to 250 copies will be supplied free of charge. Write the Justrite Manufacturing Company, 2061 North Southport Avenue, Chicago 14, Illinois, which is making the reprint available.

PTA News

handbook for Oklahoma PTA'ers . . .

Dick Mayes, Assistant Manager of the Oklahoma City Safety Council, is editor of a preliminary edition of a handbook for PTA safety chairmen. Material in the booklet was developed by local safety chairmen with the assistance of safety workers in Oklahoma City.

The three parts of the book take up:

▸ "my job as safety chairman" . . . the safety program, what to do with problems, how to improve the program, and how to organize the program since it cannot be completed by one person

▸ what groups the safety committee should work with, who the safety chairman should know, what materials she can get and where

▸ monthly safety themes, September through the following August and supplementary safety themes on water safety, fire precaution, precautions against poison, kite safety, fire arms safety, equipment and tools and toys for youngsters.

The 56-page book should be most helpful to the new PTA safety chairman in Oklahoma. The monthly safety themes are developed both in terms of:

▸ what the mother can do to make sure she harms no one herself, at the same time providing a safe environment in her home

▸ how she can teach safety to her children.

* * *

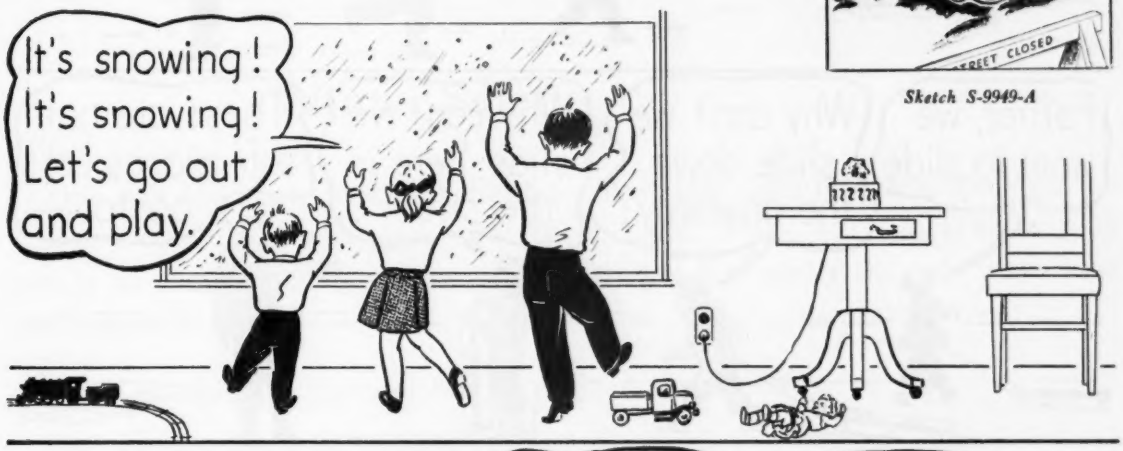
"Hello, is this Mr. Smith, the principal? Well, this is Mrs. Craig speaking. I'm afraid you'll have to get a substitute speaker for Mr. Craig for tomorrow's lecture on safety to the student body . . ."

Lower Elementary

SAFETY LESSON UNIT

January • 1954 • Winter Safety

Sketch S-9949-A



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U. S. A.

Some Things To Do

1. Make pictures showing safety rules for winter play.

2. Make signs such as DANGER, NO SKATING, or any other winter safety signs you may see. Tell a story about them to the class.

3. Make rules for safe snowballing, sliding, and other winter fun.

Upper Elementary

SAFETY LESSON UNIT

January • 1954

Sketch S-9949-A

Winter Safety

One day the snow was just right for coasting. The boys and girls put on warm clothes and went out with their sleds. They were careful to play safely so they would have more fun. Draw a line under the safe ways they could have fun.

1. Coasting on streets closed to traffic by the police.
2. Sliding down driveways into the street.
3. Following other sleds very closely on hills.
4. Sliding down hills where there are fences, rocks and trees.
5. Being careful not to steer too close to other children.
6. Sliding on sidewalks where people are walking.
7. Knowing how to steer straight.
8. Keeping to the right going down hill and coming up.

The snow was just right for making snowballs. The boys and girls made snowballs to throw. They made sure it was fun for everyone by playing in the right ways. Underline the safe ways of playing with snowballs.

1. Throwing hard snowballs at each other.
2. Throwing snowballs at cars and trucks.
3. Throwing hard snowballs at targets, such as a tree.
4. Using snowballs in a distance or height throwing contest, where there is no danger of hitting anyone.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U. S. A.

One day the ice was right for skating. A man from the Recreation Department put up signs saying SKATING TODAY. He put the signs on the rink near the school and on the supervised skating place on the lake.

The boys and girls got permission from their mothers to go skating. Underline safe ways for them to skate.

1. Skating at a rink, or at supervised place on a pond, lake or river.
2. Skating close to a group of boys who are playing hockey.
3. Skating on any icy street.
4. Skating at a place on a lake or river that is not supervised.
5. Being polite to others and not playing roughly with younger children or those who cannot skate well.
6. Keeping to the right when skating.

The boys and girls knew that ice and snow can cause accidents. Underline things they could do to make their home and neighborhood safe in Winter.

1. Keeping the snow shovelled from sidewalks and steps.
2. Making icy slides on the sidewalk.
3. Putting salt, ashes, or sand on icy places on the sidewalk and on icy steps.
4. Keeping out from under spots where snow and icicles might fall on them.
5. Keeping away from wires brought down by ice and snow.

Some Things To Do

1. List the safe places for coasting and skating near your home.

2. Watch boys and girls coasting on a hill, skating at a rink, throwing snowballs, or in some other kind of winter play. Tell the class what you saw them do. Let the class decide what are safe and unsafe things to do.

3. Make a winter fun booklet. Put in it rules and pictures showing fair play in coasting, skating, snowballing, and other ways of having fun in winter.

Answers: Coasting—1, 5, 7, 8; snowballs—3, 4; skating—1, 5, 6; home—1, 3, 4, 5.

Junior High School

SAFETY LESSON UNIT

January • 1954

Sketch No. S-9950-A

Accidents Occur At School Too!

Where Do Accidents Occur?

Student Accidents—School Jurisdiction, 1952-53

Location	Grade					
	7th	8th	9th	10th	11th	12th
School jurisdiction	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
School building	50.6%	51.2%	58.4%	58.2%	52.0%	53.0%
Classrooms and auditorium	8.7	7.5	6.0	5.0	5.2	3.8
Laboratories and domestic science	2.0	1.7	1.4	1.4	2.4	3.8
Vocational shops	4.3	5.9	10.7	10.6	9.3	8.6
Gymnasium—basketball	6.1	7.8	10.1	12.5	13.3	15.3
other	11.4	11.4	12.8	12.7	9.8	10.9
Swimming pool and showers	1.9	1.5	3.3	3.4	1.6	2.2
Dressing, washrooms, lockers	3.8	3.3	2.6	2.4	2.0	1.5
Corridors	4.5	4.6	4.1	3.2	3.1	2.5
Stairs and stairways	6.0	5.6	5.7	4.8	3.8	3.1
Other building accidents	1.9	1.9	1.7	2.2	1.5	1.3
School Grounds	41.3%	41.7%	36.2%	37.8%	44.4%	43.2%
Going to or from School	8.1%	7.1%	5.4%	4.0%	3.6%	3.8%

1. In what location do most of the school building accidents occur?

2. The percentage of accidents occurring in the gymnasium (each grade level) constitutes what exact fraction of the "school building" accidents for each of the following grades?

(A) 7th grade _____
(B) 8th grade _____
(C) 9th grade _____

3. Your answers to the preceding questions are closest to which of the following small fractions?

(A) 1/3 1/4 1/5
(B) 1/5 2/5 2/3
(C) 2/6 2/5 2/3

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U. S. A.

4. If the total number of school building accidents for 7th graders was 2300, how many 7th graders got hurt in . . .

(A) the gymnasium?

(B) swimming pool and showers?

(C) dressing, washrooms, lockers?

5. If the number of students injured in school building accidents was 2400 in the 7th grade, 2200 in the 8th grade, and 2000 in the 9th grade, which grade had the largest number of students injured in basketball?

Answers: 1—Gymnasium; 2—(A) 17.5/50.6, (B) 19.2/51.2, (C) 22.9/58.4; 3—(A) 1/3, (B) 2/5, (C) 2/5; 4—(A) 796, (B) 87, (C) 172; 5—9th.

Accidents Can Be "Barred" and "Lined"—Out!

1. Assume that the "school jurisdiction" accidents occurring for each grade were as follows: 7th—120; 8th—140; 9th—210; 10th—195; 11th—225; 12th—140. Make a bar graph of the accidents occurring in the gymnasium for the 7th through 12th grades.

2. Make a bar graph of the accidents that have occurred in your school building from the beginning of this school year to the 15th of January. Check with your principal, coach, nurse, and other teachers for information. After you have completed your graph, project your data for the remainder of the year on the same graph. Post the complete graph on the bulletin board and check the actual accidents during the remainder of the year against it.

Action and Consequences—Safety in the Gynasium

List the possible consequences of each of the following actions:

1. Tripping an opponent in a basketball game.

2. Throwing paper airplanes from the bleachers onto the gym floor.

3. Working on the parallel bars without mats.

4. Playing basketball without mats on the walls behind the backboard.

5. Playing any game on the gym floor with hardsoled shoes, bare feet, or stockinged feet.

6. Playing a full game of basketball without previous conditioning.

7. Selling soft drinks in bottles at a basketball game.

8. Horseplay in the showers.

9. Leaving your locker doors open.

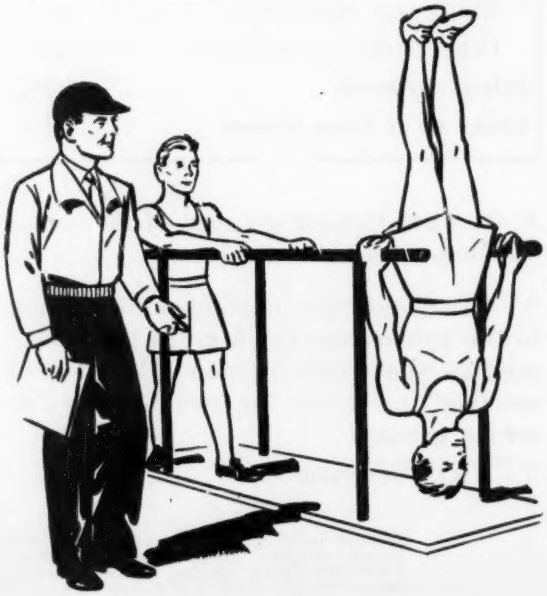
10. Pushing in the bleachers.

11. Wearing another person's gym shoes that are too large for you.

12. Standing near the edge of the court during a basketball game.

13. Playing a game with carelessly tied shoestrings.

14. Wearing glasses without eye-guards.



Senior High School

SAFETY LESSON UNIT

January • 1954

Sketch No. S-9950-A

Accidents Occur At School Too!

Student Injury Rates By Location and Grade Level

Grade	all injury rate	school building	school grounds	going to or from school	home	other
All grades	14.6	3.8	4.3	0.7	2.5	3.3
Kindergarten through 3rd grade	9.3	1.3	3.0	0.7	2.5	1.8
Fourth through 6th grade	14.3	2.2	5.1	0.8	2.9	3.3
Seventh through 9th grade	21.7	7.4	5.4	0.9	2.9	5.1
Senior High School...	21.2	8.4	6.4	0.6	1.5	4.3

How Much Does the Table Tell?

Which of the following questions can be answered by using the information in the above table?

1. Which grade group had the most injuries in the school building?

2. Are there any rate trends from the low grades to the upper grades?

3. What percentage of senior high school student injuries were from accidents in the school building?

4. How many (number) seventh through 9th grade students were injured?

5. How serious were the injuries suffered by students?

6. In what part of the school building did most of the injuries occur?

7. What period of time is covered by the data in the above table?

8. How many students were surveyed in order to get the data for the table?

9. Did senior high school students have fewer injuries than other students going to and from school?

10. Were more senior high school students injured in accidents within the building than in any other type of school accident?

Answers to "How Much Does the Table Tell?": questions 2, 3, and 10 can be answered, all others cannot.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U. S. A.

Where Do These Facts Go?

If you were to revise the table on the preceding page, indicate where you would put the following facts by marking an X under the appropriate heading.

	Footnote	Title	Table
1. "Injuries" means requiring a doctor's attention or causing absence of ½ day or more.			
2. "Rate" means number of accidents per 100,000 student days.			
3. Total students surveyed equals 1,620,000 divided as follows: Kindergarten through 3rd grade ...626,000 Fourth through 6th grade ...402,000 Seventh through 9th grade ...343,000 Senior High School 249,000			
4. Survey covers nine school months during 1952-53, with a total of 171 school days.			
5. Days absent from school resulting from accidents totalled 80,-900.			
6. Leading accident location building is the gymnasium.			

Answers to "Where Do these Facts Go?" 1—footnote; 2—footnote; 3—title & table; 4—title; 5—table; 6—footnote.

Make a Revised Table.

By using *all* the preceding information, make a table that will provide answers to all the previous questions on school accidents.

We Can Reduce Accidents

School accidents can be reduced by safety campaigns conducted by students. Let's start with your school dance. There are at least six hazards shown in the picture below. See if you can find them.

What Steps Can You Take to Eliminate Hazards at Your School Dance?

BULL

Officer Pressley tells two young friends how careful Lassie is when she wheels her baby carriage across the street. This and other important safety rules of good behavior are stressed by the Safety Circus troupe of eight trick dogs which is touring eleven western states during this school year.

school safety programs . . .

Two shows are currently touring the country's school auditorium circuit in an effort to interest both elementary and secondary school children in safety. Both are under the sponsorship of the American Trucking Associations, Inc.

The first, showing this year in 11 western states, is the Traffic Safety Circus, featuring Officer Ernest Pressley and his troupe of eight trained dogs. Leading lady in this combined bit of entertainment and instruction is Lassie, a collie well versed in traffic safety habits.

Other members of the cast include Susie, Elmer, Mig, Lady, Dot, Jingles, and Annie. The clown of the show is Elmer, who always does the wrong thing at the right time. And Queenie is the stand-in, who also rides a scooter around stage.

Officer Pressley got the idea for his show when children flocked to see his family setter and collie do tricks. Noting the rapt expressions of the children, he conceived the idea of using the dogs to get safety messages across. Long a member of the Charlotte police department, he is now on special assignment to spread his message, "Play safe, Ride Safe, Walk Safe."

As part of his show, Pressley has organized a junior traffic safety club. After each performance he furnishes the school children with questionnaires on traffic safety, which they take home and study. When they can answer all questions correctly, they become eligible for membership in the club and are sent a certificate of membership.

Also under the sponsorship of the trucking association is Sgt. Carl Pike, who is touring 30 midwestern, southern and eastern states this school year. His show, "Safety Magic" is designed to highlight the rules of good safety behavior.

Presently on leave from the Kent County Sheriff's Department, Grand Rapids, Michigan, Sgt. Pike has spent 20 years, first as a policeman and, later, as police safety officer at Jackson, Michigan. During that time he helped train schoolboy safety patrols, assisted in the development of driver education and safety projects and originated his show.

The show begins with a talk on accidents and how they can be prevented . . . the accidents used being actual cases on which Sgt. Pike worked as a police officer. Feats of magic . . . using five trunk-loads of properties . . . are used to keep student attention.

new semester . . .

The spring term, evening program, in industrial and traffic-accident prevention training offered by the Center for Safety Education, New York University, begins February 1, 1954. The present curriculum makes it possible for students enrolled for a full program of eleven courses to fulfill requirements for a certificate in in-

ETINS AIDS, ANNOUNCEMENTS, HONORS

dustrial safety or one in traffic safety. Students may also elect courses in fields of special interest.

Information about the course to be offered and other activities may be secured by writing to the center at Washington Square, New York 3, New York.

PTA help . . .

The National Congress bulletin for November, published by the National Congress of Parents and Teachers, carries a legislation action program for study by local units, with state legislation chairmen to request action at the appropriate time. The 11 areas of action include such items as child labor and federal aid for education. Fifth on the list is fireworks . . . with the PTA going on record as supporting legislation that would prohibit the interstate shipment of fireworks into any state in which the sale of fireworks is prohibited by law.

All of which amounts to one step forward in the continuing effort to reduce the special hazards to children during America's national celebration on the 4th of July.

school poster contest . . .

The 10th annual AAA school traffic safety poster contest is now underway. A total of $2,275 in prizes is being offered for the best posters submitted illustrating 10 safe-walking rules. Ten of the best posters submitted will be reproduced and distributed to elementary school teachers for use in classroom safety lessons.

Posters will be accepted for the contest in six groups, with students in selected states illustrating particular slogans only, as assigned by the contest rules. Circulars setting forth the rules and including other helpful information are available from the National Poster Contest headquarters, American Automobile Association, 17th and Pennsylvania Avenue, Washington 6, D. C.

Jumping through the hoop is just one of the tricks Elmer performs with the seven other dogs in Officer Pressley's Safety Circus.

Briefly, any student who will not be over 21 years old on deadline date (March 26) may enter. He should be currently attending a public, parochial or private elementary or secondary school. Also, a school may set up its own project among groups or classes to develop posters to submit in the name of that group, class or school. There are 30 prizes from first through 9th grades, 30 more for students in the 10th, 11th, and 12th grades. The grand prize of $350 is intended as a one-year scholarship to an art school.

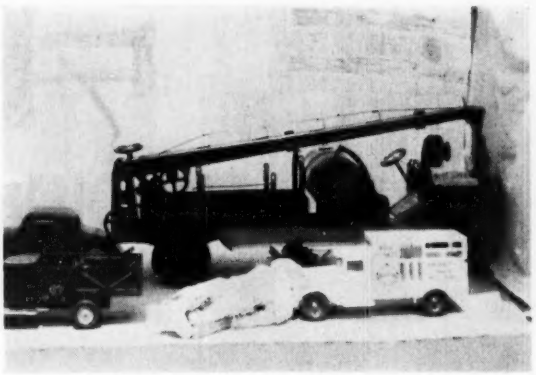
help from the service company . . .

Concerned about the increasing number of small children over the nation who are trapped and die in abandoned refrigerators, the Public Service Company of Colorado has offered to "do something about it."

In their October, 1953, issue of "Home and Community Service," a regular publication for customers, this company discusses the dangers inherent in old and abandoned refrigerators thus:

"Across the country . . . old, discarded refrigerators and ice boxes are becoming death traps for youngsters. The appliances, useless to even the junk dealer, are stored away in yards, basements, and garages until they can be disposed of later. To the young child they are a natural hiding place. But, they are also mechanical death traps. . . .

"If you have one of the "death machines" laying about your home, please contact our offices. This company will gladly send a serviceman out to dismantle the latch and hinges so that children in our community will be able to play safely."



good ideas have no dateline . . .

The pictures above tell a story of a safety education effort by a teacher in Massachusetts 15 years ago. The date makes no difference; the ideas involved may be just as workable for a schoolroom project at the elementary level today.

Alice W. King, who retired from teaching nearly 12 years ago to devote her working hours to her church, tells the story thus:

"Eight fifth grade girls stayed after school one afternoon; each made a marionette. Four of the puppets were of boys, four portrayed elementary age girls.

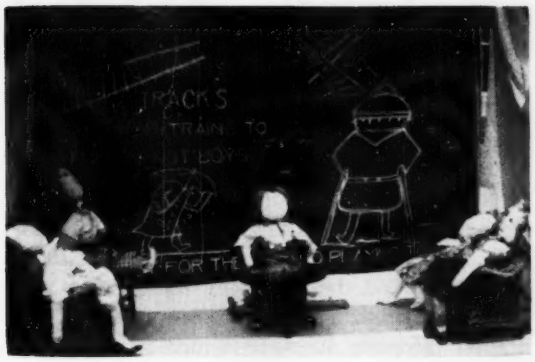
"During the drawing period (a day or so later) we moved the children's desks close together and colored scenery for a three act puppet show. The children, working together, then wrote the play and prepared it for presentation in the auditorium to the rest of the school. The children themselves manipulated the puppets and spoke for them."

The scenario of this long-ago school presentation went thus:

ACT I. Time: 4:30 on a June afternoon. Characters—four boys. Setting—in Tommy's yard, where all are playing ball. The ball rolls out into the street. One boy (marionette) goes after it and is run into by an auto.

ACT II. Time: 10 o'clock on Saturday morning. Characters—three boys. Setting: playing catch in the street. One boy is run into by a truck.

ACT III. Time: 3 o'clock on Monday afternoon. Characters—four girls, two boys. Setting: A meeting of the Lookout Safety Club in a room of the Hardy School. Meeting comes to order. There is the club song, roll call, minutes of the last meeting, motto, club yell, the telling of accidents, report of the committee on rules . . . and, again, the club song.



Said Miss King, in a letter to the National Safety Council recently: "I thought the description of the marionette play might give others an idea that would be helpful today."

out in Iowa . . .

At the Fourth Annual Elementary and Junior High School Education Conference at Cedar Falls, Iowa, last September 26 one afternoon sectional meeting was devoted to Adventures with Safety. Bert Woodcock, Director of Safety Education, Iowa State Teachers College, was chairman of the meeting; W. C. Yaeger, elementary principal at Sioux City, served as discussion leader.

Some immediate results of the discussion were new school crossing traffic signals for dangerous intersections, as approved by the highway commission. Better controls and supervision will be the long range result. Methods of school safety patrol operation were also covered at length, reports Mr. Woodcock.

Materials supplied by the National Safety Council were carried home by the visitors to help put safety education in work in their home communities of the state.

patrol boy hero . . .

A Detroit, Michigan, patrol boy died a hero in October. Robert Drewek, 13, tried to stop the collision of a car and a train at a grade-crossing (where he had protected his schoolmates for the past three years) and died in the effort.

Bobby, the winner of an automobile club safety plaque last May, tried to flag down the driver of the oncoming car without success. The train hit the car, sent it skidding out of control across the tracks, where it struck the boy. The driver of the car was injured.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Safe-Driving Instructor:** Literature illustrates and explains the use of an instruction board for visual instruction in safe-driving. Simple to operate, can be carried anywhere, needs no special stand, clamps to any available desk or table. Thomas W. Halliday.

2. **Floor Maintenance:** Brief but practical application details on floor machines and accessories and a wide range of floor cleaners, waxes, and other preparations are presented in this illustrated bulletin. Finnell System, Inc.

3. **Group Washroom Equipment:** Illustrated catalog includes helpful layout suggestions, along with other information about different types of washroom fountains and stall showers. Bradley Washfountain Co.

4. **Illuminated Display Board:** Literature on a changeable letter illuminated display board that is easy to read, change, used to display all types of safety, school activities and other messages. A. C. Davenport & Sons, Inc.

5. **"Mercurochrome—Its Use in First Aid":** A booklet relating the history of Mercurochrome. It also describes the work of bacteria in causing infections, and how Mercurochrome may best be used in combating the infections. Hynson, Westcott & Dunning, Inc.

6. **Safety Patrol Equipment:** Literature lists Caps, Safety Belts, Raincoats, Waterproof hats, Arm Bands, and Badges. Prices are included. American Badge Co.

7. **Playground Equipment:** Illustrated folder on a complete line of playground equipment, including swings for both nursery and grammar schools, metal bicycle racks, all-steel slides, see-saws, merry-go-rounds, etc. American Playground Device Co.

SAFETY EDUCATION JANUARY, 1954

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

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Name.....

Title.....

School.....

Address.....

City.....

Bulletins, continued . . .

page of precaution . . .

Commuters and housewives (alike) who picked up their city papers on the morning of October 15 found therein a strong appeal for the safety of their children. Taking large space in metropolitan dailies, that day the Ford Motor Company reminded the American public that "you have more than a wheel in your hands." In a simple, effective message aimed at the heart of the nation, this auto manufacturer said:

"Sometimes the man at the wheel forgets. His hands grip the circle of plastic but his mind is miles away. Then—a boy tries to beat the first bell, and doesn't remember how he was taught to cross the street. A little girl pushes her way out of the yellow school bus and races toward her afternoon milk and cookies. A gang of happy small fry let off steam on the way home; only a motorist with his mind on the job can save them."

The short message pays tribute to school safety patrols, ends with this warning to the motorist:

"The American road is your road. Every highway, every byway, every boulevard and every back street, and all the children on it are your children. The fate of so many is in your hands—when your hands are on the wheel of a car."

college fire safety . . .

Iowa State Teachers College, with the cooperation of the Cedar Falls Fire Department, conducts fire drills at all dormitories, not just during fire prevention week in October, but every quarter of the year.

Records for evacuation of three dormitories on the campus range from two minutes to less than three. And during fire prevention week last year 1400 students were evacuated from the main school building one morning in 3 minutes and 15 seconds.

To keep these safety measures as effective as possible, a complete evacuation plan has been set up, with instructions placed in each room, behind the door of the medicine chest in living quarters, and near the door in classrooms. A system of bells, centrally located and controlled in a switchboard office, makes it possible for all buildings to be warned and evacuated at any time.

FOR TEACHING THE

Here are two aids that will simplify the job of teaching the A B C's of safety—Lesson Units and Safety Education Posters. Tying together a common theme on a timely subject, they create an effective safety teaching program each month, September through May.

LESSON UNITS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels—Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Lesson Units for Junior and Senior High also include safety projects for correlation with various courses.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea.	$ .48	$ .16	$ .12	$ .096
Single issues, ea.	.06	.02	.015	.012

POSTERS . . . While the Lesson Units are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½ x 11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea.	$ .70	$ .40	$ .37	$ .26
Single issues, ea.	.09	.05	.046	.034

'S OF SAFETY

NATIONAL SAFETY COUNCIL 425 N. MICHIGAN AVE. CHICAGO 11, ILLINOIS

Under His Foot, the Live Grenade

Technical Sergeant
Robert S. Kennemore, USMC
Medal of Honor

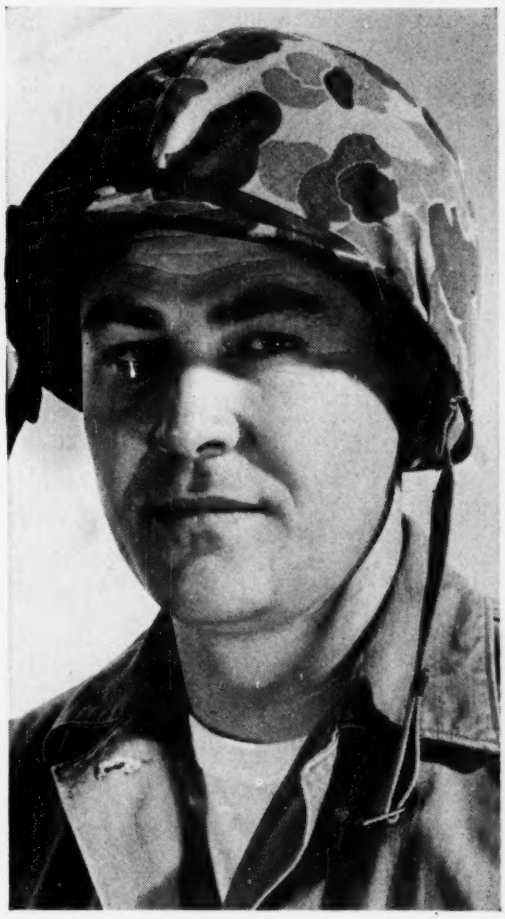
THE MACHINE GUN belonged to E Company, Second Battalion, Seventh Marines. It was under the command of Technical Sergeant Robert Sidney Kennemore.

It was busy. For on this November night fanatical Red masses were swamping Marine defense positions north of Yudam-ni.

Fifteen yards in front of the gun, a Red soldier raised his body briefly and sent a grenade into the air. It landed squarely among the crew. In a split second, Sergeant Kennemore had covered it with his foot.

There was a violent, muffled explosion, but not a man was hurt. Not a man except Sergeant Kennemore. He had given both his legs to save his comrades' lives.

"When I was on active duty," says Sergeant Kennemore, "I sometimes wondered if people back home cared as much about stopping Reds as we did. Now that I'm a civilian, I know they do. And one proof is that so many of my neighbors are investing in E Bonds for our country's defense. Believe me, I know how important that defense is. So I'm investing, too, just as I hope that you are!"



Now E Bonds pay 3%! Now, improved Series E Bonds start paying interest after 6 months. And average 3% interest, compounded semiannually when held to maturity. Also, all *maturing* E Bonds automatically *go on* earning—at the new rate—for 10 *more* years. Today, start investing in U. S. Series E Defense Bonds through the Payroll Savings Plan; you can sign up to save as little as $2.00 a payday if you wish.

Peace is for the strong!
For peace and prosperity save with
U.S. Defense Bonds!

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